

how you would answer the question about yourself, providing as much information as possible. Explain how some interests have potential career connections, and help students identify such connections for their own interests or strengths. For example, if a student reports being a very good computer game player, you might discuss how to make a link between being computer game player and being a computer game programmer or technician.

5. Have students make a collage of their strengths and interests and what they would like to be in the future. Provide students with a variety of magazines, and ask them to find pictures that represent some aspect of the strengths (skills) and interests they have identified. (Alternatively, allow them to use the Internet to find and print out clip art and photos depicting their interests.) Also ask them to find pictures that represent a career they would like to have in the future, and pictures that represent what they want to be like as a person in the future. Have students cut out these pictures and make a collage either on the front cover of their Possible Selves Goal Folders or on a separate sheet of paper.* When students are finished with their collages, have them share their collage with a partner or a small group and explain what the pictures represent. Check that each student's collage depicts a career interest as well as general interests and skills.

6. Present a post-organizer. Review what was covered during this session, and briefly explain that during the next session students will take an even more in-depth look at their hopes and dreams for the future.

HOW TO ADAPT INSTRUCTION

Adapting for different age groups: Adapt the activities as appropriate for the age of the students with whom you are working. For example, college-age individuals may not be interested in creating a collage, but might be willing to create a quick depiction of their strengths and interests on paper using words written all over the page.

Adapting for one-on-one instruction: When working with one student, simply discuss the student's interests and strengths. Ask questions like the following:

- Tell me, what do you really like to do?

* If students have a lot of pictures to include on their collages, you might wish to give them larger pieces of paper or poster board for making their collages. Finished collages can be displayed in the classroom, and photos can be taken of each person's collage and placed on the cover of their Possible Selves Goal Folders.

Personal list:

Athletics - yoga
- weight training
- running
- hiking

Hobbies - gardening
- knitting
- spending time w/ dogs
- Bridge

Career - teaching
- opening a school
- engaging in School Choice in MT-politics
↑
goal

Future - stay healthy as age
- stay active as age
- do more w/ foundation
- help others - mentor/teach